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|  | **20th Century Paradigm** | **21st Century Paradigm** |
| Interaction | Mainly individual some collaboration | Mainly collaborative some individual |
| Assessment | Mainly summative with some formative | [Formative with summative](http://edorigami.wikispaces.com/21st+Century+Assessment) |
| Centricity | Teacher-centric | Student-centric |
| Learning programs | Group based some extension or remedial | Individual learning programs |
| Learning program outcomes | Assessment focused | Process & Outcomes focused |
| Learning focus | Predominantly **content** with some process | Predominantly **process** with seamlessly embedded content |
| Teaching approach | Just in case learning | Just in time learning |
| Learning relevance | Low relevance to the learner Often low currency Can lack context for the learner | Relevant to learner; Current and topical Has high contextual value for learner (me, group, community or global significence) |
| Daggett’s application model | Low, content often relevant to only to current unit of learning or course | Can be applied across several areas of learning. Applicable to real life situations |
| Thinking Skills | Predominantly lower order [Remember](http://edorigami.wikispaces.com/Bloom%27s+-+Understanding), [understand](http://edorigami.wikispaces.com/Bloom%27s+-+Understanding) & [apply](http://edorigami.wikispaces.com/Bloom%27s+-+Applying) | Predominantly higher order  [Analysis](http://edorigami.wikispaces.com/Bloom%27s+-+Analysing), [evaluation](http://edorigami.wikispaces.com/Bloom%27s+-+Evaluating) & [creativity](http://edorigami.wikispaces.com/Bloom%27s+-+Creating) |
| Technology use | Literacy (learning about technology) Augmentative (learning with technology) | Transformative (learning through technology) |
| Teaching methodologies | Stand and Deliver Instructional | Project and problem based learning Constructivist |
| Student involvement in learning | Students **given** content & **told** processes | Students **construct** content & **develop and evaluate** processes. |
| Feedback | Limited | Multiple sources – self, peer & teacher/mentor |
| Student self management | Based on rules. Limited or no student input into framework | Based on moral and ethical approach Students, staff & community partnership in development- [Digital Citizenship](http://edorigami.wikispaces.com/Digital+Citizen+AUA) |
| Student promotion | Academic promotion with single level learning | Social Promotion with multi-leveling & extensive learner support |
| Gifted and talented | Focus on acceleration | Focus on extension and acceleration |
| Learning styles | Predominantly Read/Write & Auditory | Broad use of multiple learning styles ([Visual](http://edorigami.wikispaces.com/ICT+and+the+Visual+Learner), [auditory](http://edorigami.wikispaces.com/ICT+and+the+Auditory+Learner), [Kinesthetic](http://edorigami.wikispaces.com/ICT+and+the+Kinesthetic+Learner) & [read/write](http://edorigami.wikispaces.com/ICT+and+the+Read-Write+Learner)) Application of [multiple intelligences](http://edorigami.wikispaces.com/Gardners+Multiple+Intelligences+and+ICT) |
| Physical Exercise | Reduction in Physical education classes. Often supportive of single sporting code | Daily exercise and frequent use of movement within classes. Supportive of individual and team sports |
| Reporting systems | Semester and Term based paper reports. A-E grade system Use of comment banks; Comments often summative; Limited word count available for comments | Digital format with regular timely update Criterion based with clear descriptors Focused & relevant comments with formative aspect |
| Timing of learning | Traditional school timing Emphasis on 9-3 learning with homework | School times flexible and based on neurological research. Anywhere anytime learning facilitated by transformative technology use |
| School design | Classrooms & laboratory Single purpose spaces | [Learning commonsFlexible learning spaces](http://edorigami.wikispaces.com/21st+Century+Learning+Spaces) [Casual learning spaces](http://edorigami.wikispaces.com/21st+Century+Learning+Spaces) |